



MAINE STATE BOARD OF EDUCATION

Review Team Report

Program Approval Visit

B A T E S C O L L E G E

Teacher Education Program

Lewiston, Maine

September 27-30, 2015

Program Review Team

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I. Introduction:

This Review Team report of findings is based upon a review of the self-study report developed by the teacher certification program unit from Bates College, as well as from data collected and reviewed during the on-site visit conducted September 27-30, 2015. The State Board approved Review Team conducted interviews with faculty, administrators, professional staff, students, cooperating teachers, and cooperating school administrators. The Review Team also visited classes on campus and observed student teachers in the field at Lewiston Middle School and Lewiston High School. In addition to the self-study, Team members reviewed related and corroborative program documents as well as representative student work, including formative and summative student assessments and portfolios (in both hard copy and digital formats).

Founded in 1855 Bates College is a private, highly selective, residential college focusing upon undergraduate study in the liberal arts and sciences as well as in interdisciplinary programs. Established by abolitionists who believed strongly in freedom, civil rights and the importance of a higher education for all who could benefit from it, the College has consistently admitted students without regard to race, religion, national origin or gender and was the first co-educational college in New England. The College values a diverse student body and understands that a broad range of experience and ideas is a key resource for achieving excellence in the life of the mind.

The newly revised Bates Mission Statement reads as follows:

Since 1855, Bates College has been dedicated to the emancipating potential of the liberal arts. Bates educates the whole person through creative and rigorous scholarship in a collaborative residential community. With ardor and devotion —*Amore ac Studio*— we engage the transformative power of our differences, cultivating intellectual discovery and informed civic action. Preparing leaders sustained by a love of learning and a commitment to responsible stewardship of the wider world, Bates is a college for coming times.

Bates offers the B.A. or B.S. to an enrollment of 1,773 students, with approximately 73% White Non-Hispanic, and 27% representing other racial and ethnic categories (Black, American Indian/Alaska Native, Asian or Pacific Islander, Hispanic, two or more races, or International). 44% of Bates students receive financial aid. 89% come from out of state. With a student-faculty ratio of 10-to-1 students develop analytical and communication skills by pursuing one of 32 majors and completing a thesis or capstone experience. Opportunities for active engagement in the broader community are made possible through the Harvard Center for Community Partnerships, which connects civic and community work across the curriculum and coordinates community service work.

Since its founding Bates College has had a long history of preparing teachers. For many years it was known as “a college for preachers and teachers.” Although few students today become preachers, many Bates graduates are employed in the field of education: Survey results for 2013 graduates indicate that 23.8% of Bates alumni enter some education-related career.

The important task of educating prospective teachers is the responsibility of the Bates Education Department. The unit offers both an “Education Studies” minor as well as a Teacher Education minor (approved in 1997). These minors reflect the two-fold goals of the unit: 1) to provide a minor in Teacher Education for students seeking secondary certification (7 to 12) when they graduate; and 2) to offer other courses for students who choose a minor in Educational Studies. This latter option, which does not include student teaching, provides students with an opportunity to study educational issues in depth from a liberal arts perspective.

The number of students enrolling in these minor programs has increased over the past 10 years. Enrollment in the Teacher Education Program has remained stable with an average of 6.8 seniors over the past five years (2012 to 2016). The 2016 cohort has 14 candidates. In total, within the Teacher Education program, over the past 6 years, from 2011-2016:

- 6 out of 34 candidates (18%) identify as *non-White*
- 9 out of 34 (26%) are *Male*; 25 out of 34 (74%) *Female*
- *Certification Areas (including one double-subject candidate = 35)*
 - 4 in Life Science; 2 in Physical Science (6 Sciences = 17%)
 - 4 in Math (11%)
 - 9 in Social Studies (26%)
 - 8 in English (23%)
 - 5 in World Languages (14%)
 - 3 in Art/Music (9%)

These numbers indicate the vibrant diversity of Teacher Education candidates and their subject areas.

The unit has undergone several faculty changes since the last state visit in 2010:

- Helen Regan, Visiting Professor and Chair, retired in 2011.
- Mara Tieken was hired in 2011 for the open tenure-track position left by Helen, and has her upcoming tenure review in 2016-17. She was on leave for winter and short term 2015.
- Patti Buck became Chair in 2011 and served as Chair through 2015.
- In 2014-2015, Patti served as Chair and Anita Charles served as Associate Chair. This is a new model for chairing which allowed for more collaborative leadership. The unit hopes to extend the model to be fully collaborative within the next two years.
- The unit has had several adjunct instructors in the past two years. In fall 2014, Stacy Smith (a previous department member) offered an FYS to students. In winter 2016, she will teach a section of Perspectives. In winter 2015, Bill Wallace (previously a Teacher in Residence) offered the course Teaching in the Sciences, and will offer that course again in winter 2016.

II. Summary of the Unit's Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework(s) provides the bases that describe the unit's intellectual philosophy, which distinguishes graduates of one unit from those of another.

Findings:

In the Bates College Self-Study Report, the College catalog and the College website the Education Department's mission is stated as follows:

The Bates College Department of Education seeks to foster the democratic possibilities of schooling through the study of American public education and other comparative systems. The aim of the department is to create an environment in which students and faculty together analyze the complex dynamics between the purposes and products of schooling, and the social structures and cultural processes that comprise the broader context for education. In particular, we want to nurture in our students the development of these qualities:

- **Critical action and civic responsibility** –Because we want our students to develop a sense of social responsibility and concern for the common good, we encourage them to be involved in the local community and beyond through field work, service learning projects, policy analysis, student teaching, and empirical research.
- **Reflection and engagement** – In our vision of education, reflection and engagement work together to deepen students' understanding and foster their personal growth.
- **Imagination and a passion for learning** - With imagination, a passion for learning, and the skills and knowledge that we help them develop, our students are well prepared to pursue their interests in education.
- **Commitment to social justice** – Throughout our program, we encourage students to recognize and address the influence of social context on the democratic possibilities of schooling.

This Conceptual Framework provides a coherent guide for all of the unit's teacher education efforts, it is supported by theory and research, clearly articulated across campus, well understood among faculty and students, and appears in appropriate departmental publications. It is also a dynamic document that has been revisited and revised at appropriate intervals.

III. Summary of Findings for Each Standard

Standard One: Initial Teacher Candidate Performance

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and abilities necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Findings:

Program Elements

Bates College offers two minors in education, one of which, the Minor in Teacher Education, leads to certification for public secondary school in English Language Arts, Foreign Languages (K-12), Mathematics, Life Science, Physical Science, and Social Studies. The program requirements include:

- *A major (in good academic standing) in the appropriate subject area.*
- *Passing scores on the Praxis I (Basic Skills) Examination.*
- *Achievement of Maine's standards for initial teacher certification as documented in a Professional Portfolio.*
- *The following courses:*
 - ED 231 Perspectives in Education
 - ED 362 Basic Issues in Special Education
 - ED ??? Any additional elective
 - ED 447 Curriculum and Methods
 - ED 448 Senior Seminar: Reflection and Engagement
 - ED 460 Student Teaching I
 - ED 461 Student Teaching II

Three of these courses, each of which includes a field experience of 30 hours, are taken before senior year: Ed 231 Perspectives on Education, Ed 362 Major Concepts of Special Education and one elective course. The other four courses (Ed 447 Curriculum & Methods, Ed 448 Senior Seminar: Reflection & Engagement; and Ed 460-461 Student Teaching I & II) comprise the senior sequence for student teachers. Although listed separately on students' transcripts, these courses are integrated into a two-semester program for student teachers in terms of goals, curricular content, instruction, and supervision. Seminars are held on campus every Tuesday and Thursday afternoon during both semesters to support and guide students during their field experiences. In the fall semester, student teachers are in the schools for one block a day, teaching at least one class; in the winter they spend all day in the schools, assuming full responsibility for teaching at least three classes. Combined with the field experience component of earlier courses, this two-semester student teaching practicum is the equivalent of a fifteen-week student teaching experience, with a minimum of 450 hours of clinical time.

The curriculum of the senior course sequence is designed to spiral sequentially to meet the increasing demands of student teaching, and is team-taught by faculty members who also share in the supervision of individual students, including observations and mentoring. This is an important part of the unit's system of regular assessment and adjustment, as detailed in Standard 2, that keeps students on track to meet the standards for initial candidate certification. That regular assessment and feedback loop is also an important source of support that ensures that teacher candidates are prepared to both complete their student teaching experience and enter the profession.

Both current students and alumni universally praised the advising support they received as they planned their academic course of study. Bates' multi-tiered advising system combined with the personalized attention offered to each teacher education student creates a clear pathway for student growth and success. Cooperating teachers and administrators in partner schools spoke very highly of the preparation of students in field placements and of their effect on the schools and community.

Alumni interviews during the review team site visit indicated strong satisfaction with the preparation received from the unit. Alumni expressed a desire for more competencies with alternative teaching models and differentiated learning, but praised the program's focus on learning outcomes and curricular thinking as particularly useful in the era of Common Core. Results from a recent survey of graduates indicate that the majority of those whose outcomes are known are employed in educational fields or continuing their own education.

Meeting the Standards

Throughout their time in field placements during their senior year, students are guided towards the completion of their portfolio demonstrating achievement of the teacher certification standards through checklists of expectations and assignments in the senior course sequence. They receive a preliminary evaluation on a rubric for each standard, and are given a final assessment when their student teaching and portfolio are complete. They also create and present an exemplar curriculum unit that allows them to engage in all stages of teaching from planning and execution, to assessment, reflection and adjustment.

Standard 1.1 & 1.2: Content Knowledge & Pedagogical Content Knowledge

The Teacher Education Program is a minor at Bates College, so all students also complete a major program, usually in a field related to their planned subject endorsement. Admission to the minor is contingent upon an Academic Reference from the major Department Chair indicating that the student is in good academic standing. Academic planning documents guide students to add courses as necessary to meet the required 24 semester hours in the content area. Majors at Bates College include a capstone experience such as a thesis. Feedback from current students indicates that this is a heavy load that requires careful planning and can cause difficulty balancing competing priorities. However, many current candidates interviewed indicated that they were designing theses that connected their educational studies with their major degree program.

By the end of fall term of senior year, Teacher Education students are expected to have completed the Praxis I examination, so 100% of program completers have passed the exam. While the Praxis II exam is not required for the program, students are carefully advised of the requirement for Maine State certification and provided with test preparation assistance if they choose to take the exam. 100% of students who elect to take the Praxis II exam pass.

In the first Student Teaching course, as students begin lesson planning and construction of their portfolio, they also engage in research into discipline-specific pedagogy through the creation of an annotated bibliography and use of a discipline-specific text on pedagogy. They continue this work in their final student teaching course by exploring interdisciplinary connections, use of technology, and inclusion of family and community. They apply their understanding of pedagogical content knowledge in the creation of their exemplar curriculum unit and accompanying rationale essay that explains their thinking.

Standard 1.3: Professional and pedagogical knowledge skills:

Throughout the student teaching sequence students are required to submit two or more pieces of evidence/artifacts for each of *Maine's Ten Initial Teacher Certification Standards* (lesson plans, reflections, observation forms, performance assessments, journal entries, examples of student work, mini curriculum units) into a final assessment portfolio that demonstrates proficiency in *Maine's Ten Initial Teacher Certification Standards*. Instructional planning is tied to Maine Learning Standards, essential questions, and enduring understandings. Artifacts reveal a variety of instructional methods employed by the students, as well as understanding and employment of both formative and summative assessment. Students reflect on the results of their work and plan for adjustments they would make in the future. Students also included examples of technology use that encompassed learning management systems for tracking and communication, web applications for creative learning experiences, and online tools used for assessment. Graduates interviewed indicated that they felt well prepared for the technology they currently use in their jobs, particularly their familiarity with Google apps used for their portfolios. Although not included as an artifact in the portfolio, students also create a Context Essay that examines the community and school within which they will be teaching and anticipates how that wider environment will affect student learning. They conduct interviews and observations during their first student teaching semester that introduce them to the expectations and norms of their host school.

The exemplar curriculum unit is the culminating application of their professional and pedagogical skills, and requires students to plan a curriculum unit situated in the context of their community, their discipline, the class they have been working in, and their own educational philosophy. They begin planning with broad and specific learning outcomes and planned assessment strategies, and then create timelines, daily lesson plans, and learning experiences. They deliver the unit under the observation of their supervising teacher and watch themselves during a recorded lesson in order to reflect on their classroom demeanor. They collect and summarize the results of their unit in terms of assessment and examples of student learning, and then reflect on the experience and plan for how they would change the experience in the future. Finally, they present this body of work to a professional audience at the Education Symposium in April.

Standard 1.4: Student Learning:

Portfolio artifacts and rationales demonstrate that students are able to adjust instructional strategies in response to student needs and effectively use both formative and summative assessment. However, the review team noted that other coursework that addressed this standard did not seem to be utilized in the construction of student portfolios. Students in the Teacher Education Program are required to take Education 362 “Basic Issues in Special Education” which is focused specifically on the diverse ways in which children develop and learn. In that course students design lesson plans for literacy that address the needs of diverse learners. In their final semester, students reflect on classroom experiences that revealed dimensions of diversity and write a rationale for their exemplar unit that addresses diversity.

Because of a significant demographic change in population of Lewiston-Auburn public schools in recent years (with almost 25% of Lewiston students being ELL learners, and 5.5% in Auburn), many students have opportunities to work during their field experiences with children who are English Language Learners or have significant differences in academic and cultural background. Students indicated that they felt well prepared by the program to engage with the community, and cooperating teachers and administrators echoed that sentiment in interviews.

Standard 1.7: Professional dispositions

Regular reflection on perspectives and practices is encouraged through assignments and journals as well as periodic evaluations of classroom performance. Students share their work at the Mount David Summit and the Education Symposium, and have also published essays in the *Journal of Maine Education*. Each student teacher collaborates regularly with their cooperating teacher, faculty supervisor, and peers to assist them in setting goals, planning and teaching, and assessing their work, and to provide opportunities to address concerns as necessary. Cooperating teachers remarked on the responsiveness of the team to concerns during student teaching, and students are asked to reflect on their success and areas for growth. Evidence of the program’s focus on service and social justice is found throughout student materials and was reflected in interviews with students and community members who work with them in local schools.

Overall Assessment of Standard:

Recommendation

1. The review team recommends that the unit work more closely with candidates to increase the quality of their portfolios, which demonstrate their achievement of the Maine Teaching Standards, so that portfolios reflect each student’s deepest engagement with the various aspects of teacher preparation and can be used as a showcase of their best work as they enter the profession.

Commendation

1. The review team commends the Education faculty team for building upon the multi-tiered college advising system with personalized, attentive, and responsive guidance for students both with academic planning and their professional growth as educators. This concerted effort to enhance student success is appreciated by current students, alumni, and community partners.

Review Team Decision:

This Standard is *MET*.

Standard Two: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs.

Findings:

Bates has been thoughtful about how it collects, analyzes, and uses assessments to evaluate and improve performance of candidates, improve their curriculum and enhance their own effectiveness as faculty members. The findings of this report as it relates to assessment will center around three key areas: monitoring candidate performance through multiple assessments at key transition points, using data to make curriculum decisions and to improve instruction, and using data to improve the overall programming and unit functioning.

Bates has systems in place to monitor student performance through multiple assessments at key transition points. The first transition point occurs at the entrance of the program. In the second semester of their sophomore year, one option for students is to apply to become a Teacher Education Minor. This rigorous application process requires that students meet with an Education Department faculty member, complete an essay, get a signature from the department chair of their major, submit a transcript and hold a 3.0 grade point average. Once students are in the program there are multiple points of assessment that track student performance. For example, every course has a 30 hour requirement for field experience. At the end each field experience students are evaluated by their teacher or field placement supervisor using the Field Experience Evaluation form. This form tracks dispositions of students and their involvement in the placements. These evaluations are kept in a student's file throughout his/her candidacy. Students are also evaluated through individual course assessments. In course work leading up to the yearlong Senior Student Teaching Sequence there are many course based assignments that track students' progress on the Maine Beginning Teaching Standards. Some of these assessments include analysis papers, forum posts, creative projects, lesson and unit plans, video analysis, research reviews, group presentations, "Big Idea" papers and final papers. In courses leading up to student teaching, student success is tracked through both course work and also close contact with advisors. Each student is given a major advisor, a minor advisor in the Education department and also a Dean's level advisor. This advisory model allows for close tracking of student progress and multiple points of data analysis of student success and potential areas of concern.

Before students enter their yearlong Senior Student Teaching Sequence they must pass another checkpoint – fingerprinting and the completion of PRAXIS I. Students also have to have good academic standing in their major as well as a recommended 3.0 grade point average. There are many data points during this year long sequence both at the formative and summative levels. The Assessment Rubric is a tool that gives a holistic evaluation around each of the Maine Standards for Initial Certification. This assessment rubric documents students' progress in performance, essential knowledge, and critical dispositions for each standard. This rubric is used formatively in the fall semester as it is filled out by the faculty supervisor, cooperating teacher, and the student themselves. This rubric is used again as a summative assessment at the end of the winter

semester. In addition to the assessment rubrics, students are evaluated using the Classroom Observation Report. These observations are done two times in the fall and two- three times in the winter by the college supervisor and the cooperating teacher. Another opportunity for formative assessment comes as part of the Student Support Team (SST). This Student Support Team is made up of the cooperating teacher, the student, and the faculty supervisor. This team is involved in goal setting that happens in the beginning of the Fall semester, and then at multiple points this team checks in on goals as well as incorporates these goals into their observational reports. Officially this team meets three times; once at the beginning of the year, again at the end of the first semester and then at the end of the second semester. Students are also evaluated through multiple essays that they write during the student teaching experience such as the curriculum, content, and context essay along with their methods journal that is frequently checked by their supervisor. It is important to note that after the Fall semester each student teacher is evaluated by their cooperating teacher as to their continuation to the Winter Semester. Students who are not recommended to continue have multiple options such as continuing in the Educational Studies minor, taking Education as a GEC, or working with their Student Support Team to create a probationary period with clear goals to improvement that would enable them to continue in with their Teacher Education minor.

The final checkpoint occurs at the culmination of the program. Students in the Teacher Education minor are required to complete two capstone projects. Students build their state required portfolio during this practicum. In the fall they build a skeleton portfolio and receive clear expectations for successful completion through rubrics and checklists. In the winter term they upload two artifacts and a rationale for each artifact. At the mid-term of the Winter semester the students and their Student Support team do a progress check and a gap analysis. This portfolio is a requirement of successful completion and is assessed by the faculty supervisor. The second capstone is the Exemplar Curriculum Unit. The students are given strict requirements for this assignment and this is shared at Annual *Education Symposium* which is attended by the whole community. Students prepare a hard copy as well as a presentation of this unit. Students also have the option to share this at the College wide Mount David Summit which is Bates' annual campus-wide celebration of student academic achievement.

Bates also uses assessments intentionally to make decisions about their curriculum as well as to improve their own teaching. At the course level instructors use both formal and informal course evaluations. Each student is required to fill out a standardized Bates course evaluation for each course. They are not able to access grades until this evaluation is complete. Many instructors also give informal evaluations that are specific to the course. This feedback is then examined by the instructor and the department in order to make course and program level changes. Another important feedback loop occurs through the Learning Community that is part of the student teaching practicum experience. The Learning Community meets in the Fall to go over requirements of this partnership and establish expectations. This Learning Community also gets together at other points especially during the culminating Symposium. There also is a survey that is sent to both graduating seniors as well as recent graduates where they reflect on the program as a whole and make recommendations about their academic experience. Furthermore, feedback is constantly sought from cooperating teachers as to the success of the students as well as curricular and program needs that would improve student achievement in this practicum. The feedback through these community interactions, culminating experience, graduate surveys, and

individual course evaluations provides the unit with valuable information that is then processed at the yearly eight hour departmental retreat that focuses on program development and improvement. One example of a recent change as a result of these feedback loops was more focused attention on disciplinary specific methods of instruction. Previously, students learned general teaching practices that could translate into any content. Through multiple suggestions, the department discovered that it would be more beneficial to have students study discipline specific methods of teaching and thus changed the Curriculum Essay requirement of their practice to require that each teacher use a discipline-specific text as a basis for this essay (such as Science Formative Assessments). By having students find a specific text that related to disciplinary methodology, the department has been able to better meet the needs of their Secondary students and were reflective on a need indicated by the students and the cooperating teachers. This illustrative example validates that the department is using assessments and feedback loops to make positive curricular changes to their program. We encourage the regular and consistent analysis of overall assessment data in order to track trends and patterns and anticipate challenges.

There is also a faculty review system that is both formal and informal. Informally there are opportunities for professional review of teaching through Teacher Triangles. Teacher Triangles are a voluntary and optional program where faculty are assigned two other faculty members and they observe each other and give feedback. Formally faculty in the Education Department are assessed through the official review process as delineated by the Faculty Handbook. There are different tracks for lecturers and tenure track faculty. The College has a rigorous institutional personnel review on a regularly scheduled outline as defined by the handbook.

Finally Bates uses data to improve the overall programming and unit functioning. There are many levels of departmental assessment. First there is a College wide formalized review of each department every ten years. This is comprised of both an internal and external review team that closely examines each department's programming. The Education Department last had its review in 2013-2014. The department completes a self-study that identifies needs, strengths, and goals. After the review the department has an opportunity to review and respond to recommendations. In addition to this ten year review, there is also a yearly report due to the Dean of Faculty that delineates department achievements, challenges, and needs. The Education department also verifies completion of Title II and PRAXIS regulations. The last Bates State Accreditation review was in 2010 and the Department completed a point by point response to this review as a reflective opportunity to continually improve their program.

Overall Assessment of Standard:

Commendation

1. The review team commends the unit for the rigorous assessment process associated with students' entry into the Teacher Education minor.

Review Team Decision:

This Standard is *MET*.

Standard Three: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills, necessary to help all students learn.

Findings:

Students in the teacher education program are required to complete seven courses – three courses prior to senior year and a four course sequence during senior year. Each of the three courses has a 30-hour field placement requirement in an area elementary, middle or high school, or student-centered organization. During senior year, student teachers are placed in a secondary school (grades 7-12) placement where they assume progressive responsibility toward the ultimate completion of four hundred and fifty field hours, or 15 weeks, in educational environments. Many students surpass this time expectation.

Preparation

Placements in the three education courses prior to the senior-year student teaching sequence are coordinated through Ellen Alcorn in the Harward Center. The majority of school placements are in Lewiston public schools, with additional outreach to RSU 4 (Oak Hill) and occasionally Poland, Lisbon, Leavitt, or other area districts. The rich geographic, racial, ethnic, linguistic, cultural and socioeconomic diversity of the unit's partnering districts offer students many opportunities to observe in a wide variety of school or organizational settings. When making these 30-hour placements, Ms. Alcorn factors in the needs of the hosting schools and teachers and works to create thoughtful, intentional placements that can be beneficial to students and schools alike. Hosting teachers receive the Field Placement Guidelines for Host Teachers to explain responsibilities and expectations for mentoring a unit student. Ms. Alcorn also visits education classes to teach students about professional ethics, legalities and critical dispositions for educators. Students and host school administrators reference the care and excellent logistical coordination that are hallmarks of the unit field placement program.

Placement for the senior student teaching sequence is coordinated through the Director of Teacher Education. School administrators and department heads are contacted to solicit interested mentor teachers, and placements are made after considering additional factors such as personality fit and school community preferences. Cooperating teachers, student teachers and unit supervising faculty gather each fall for a "Learning Community" meeting to review the Conceptual Framework with Introduction for Host Teachers and Cooperating Teacher Handbook. School administrators and cooperating teachers both mentioned that expectations for mentoring responsibilities were clear, boundaries were understood, and preparation for student teaching was thorough.

Learning Community meetings take place in the fall and may occur at other times during the year. In addition, the SST (Student Support Team), consisting of the student teacher, cooperating teacher and supervisor, meets a minimum of three times during the year – at the start

of the fall to set goals, and again at the end of the fall and winter terms to assess progress on all program standards.

Action and Reflection

As students move through their field experiences and accompanying seminars, they maintain log sheets of their hours, noting activities in which they observe or engage. At the conclusion of each pre-student teaching field placement, host teachers complete a Field Placement Evaluation, which is shared with the student and course professor. Both the log sheets and evaluation forms provide a tangible record of progressive student engagement in schools while also tracking hours toward the 450-hour requirement. These forms are also used as artifacts in a student teacher's professional portfolio.

Early in student teaching, students complete an essay that helps them situate their field placement school and community experience in a larger context. Student teachers begin as observers in their placement classroom, and gradually advance to taking primary responsibility for three classes. Because students are at school from "bell to bell" during the winter term, they are encouraged to also observe in other classrooms and across disciplines, and become fully integrated members of their professional learning community.

Cooperating teachers provide both formative and summative assessments during the student teaching experience. Teachers are asked to conduct two formal observations each during the fall and winter semesters respectively, providing feedback on strengths, opportunities for growth, and advancement toward each initial teaching standard. Cooperating teachers also noted the weekly, if not daily, communications and reflection that take place between student teacher and mentor as a means to formatively monitor student teacher progress. In addition to the cooperating teacher observations, the unit supervisor visits each student teacher 2-3 times during the winter term to complete similar observation reports.

As stated in the Cooperating Teacher Handbook, student teachers undergo an evaluation using a rubric aligned with Maine Initial Teaching Standards. This evaluation, completed by the supervisor, cooperating teacher and student independently and then discussed together, happens at the end of the fall semester and again at the end of the winter semester. Evidence is not clear as to how formalized these meetings are scheduled and conducted, or goals that are set as a result of the fall meeting. The evaluation rubric provides a foundation for documenting progress in each standard, delineating indicators in performance, essential knowledge and dispositions. If a student is in danger of not meeting a particular standard, goal-setting interventions may be implemented by the Student Support Team. Other SST meetings take place on an as-needed basis throughout the semester to ensure that each student teacher is working toward successful program completion.

The Education Symposium in April provides a culminating experience for student teachers to present their exemplar curricular units to members of the Bates community. Cooperating teachers are invited to attend, and to join student teachers and others for a dinner gathering following the event.

Throughout all facets of the field placement program, the Maine Initial Teaching Standards are evident and aligned to measures of student progress.

Overall Assessment of Standard:

Recommendation

1. We recommend a more formally articulated structure for assessments during student teaching. While the Cooperating Teacher Handbook gave a very general timeline for assessment using the Maine initial teaching standards rubric, it was not clearly evident if/when those meetings took place, who was present, who was responsible for leading the discussion, or what measurable outcomes resulted. Additionally, it was difficult to garner what score on the rubric would indicate that proficiency in the standard was met (or not met).

Commendation

1. We commend the unit faculty and colleagues in the Harward Center for their passionate commitment to creating pathways for all education students to purposefully move outside the campus boundaries and actively create connections with the greater Lewiston community. Field placements and meaningful community engagement are woven into every education course in an authentic way that enriches the academic experience of the students while providing a valuable measure of added support in the community.

Review Team Decision:

This Standard is *MET*.

Standard Four: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Findings:

Bates College's dedication to diversity goes back to its founding in 1855 by abolitionists who believed in freedom and civil rights for all people. Today Bates College continues its commitment to create diversity on its campus both in terms of its recruitment of a diverse student population and its recruitment of faculty and staff. The emphasis of diversity within the unit is no doubt driven at least in part by the Bates' mission statement, which specifically states: "... we engage the transformative power of our differences, cultivating intellectual discovery and informed civic action."

At the overarching college level, its mission is reflected in its structural organization, student body, and student support. Bates' Vice President of Academic affairs (VPAA) reports that Bates' top priority is to recruit faculty who represent underrepresented groups, as well as faculty who have interest and expertise in the integration of diversity into curricular areas. Bates has received two grants from the Mellon foundation (Mellon Diversity and Faculty Renewal Grant and Creating Connections Consortium) to advance faculty diversity – defined broadly to include first-generation college students and those who have overcome adversity to launch a college career. Student Affairs has integrated a variety of supports for students from underrepresented groups including touchpoints related to accessible education, international student programs, and responsiveness to students with emotional and mental health needs.

The Associate Vice President and Chief Diversity Officer (CDO) leads the faculty in systems and infrastructure, such as reading groups and workshops focused on diversity, so that students, staff, faculty, and alumni alike may deepen their understanding and knowledge of diversity in peoples, ideas, and areas of intellectual inquiry. It is the responsibility of the CDO to ensure that Bates' founding commitment to diversity and inclusion is fully embodied in all aspects of college life. Within the supervisory responsibility of the CDO is the Office of Intercultural Education (OIE). Here, the goal is to make students feel a sense of belonging and to increase the sense of inclusivity across campus and across departments. The OIE offers monthly workshops, the opportunity to become an OIE fellow, and a chance for students campus-wide to participate in the prompted "dinner tables" activity

Unit faculty are well-grounded in their respective areas of expertise, many of which are directly related to diversity. Mara Tieken recently published the book *Why Rural Schools Matter*, and she has conducted extensive research on and in the rural South. Patti Buck's area of specialization is East Africa. She is a consultant and expert on Somalia and serves numerous roles in the Somali community both in Maine and in other parts of the world. Anita Charles is engaged in communities of English Language Learners and of individuals with disabilities. During the spring semester of 2015, she will conduct research in India as part of a sabbatical. In addition to

teaching courses on the topic of special education, she also facilitates professional development workshops statewide for educators and community members. Bronwyn Sale also has experience working with disadvantaged rural youth, English Language Learners, and students with disabilities.

The geographic area in the unit is housed in an area of multigenerational white poverty, while also being home to a significant population of Somali refugees. Nonwhite and international students comprise approximately 27% of the student body; this trend has been upwards, as well as the enrollment trends for students who identify in the multiracial census category. Enrollment of Latino students at Bates is second highest in the state. About 16% of Bates faculty identify as members of minority or international members. Bates uses an Active and Inclusive Faculty Recruitment and Search Plan which identifies how all departments will take a proactive approach to addressing the underrepresentation of faculty who embody different social identities, positions, abilities, and/or maintain different perspectives from those currently represented in the unit.

The unit has a strong connection to the Harvard Center for Community Partnerships, where one staff member is devoted to placing Bates students into community placements that involve children and youth. The priority of this staff member is to “effect change,” not the least of which is to change the perspective of Bates students so that they can gain a more broad, diverse, and socially just perspective related to the communities in which they work and live. All non-student teaching unit field placements are coordinated through the Harvard Center, which currently numbers approximately 300 placements per year. Students are placed into local Lewiston schools (elementary, middle, and secondary), as well as afterschool placements such as Tree Street. In these settings, unit students engage in working with students from diverse socioeconomic, language, racial and ethnic, and family backgrounds. Students from this unit complete 30 hours in the field for each of the education courses, not including student teaching, so therefore during their time in the unit, they are assured to have opportunities to work with students who have varying levels of ability and/or disability, as well as cultural backgrounds. One unit faculty member works in collaboration with a local elementary school to teach the unit’s requisite special education course on-site at the elementary school, where unit students can not only observe classrooms which include students with special needs, but also engage with educators who are immersed in the daily work of educating students who have abilities and disabilities which exist across a broad spectrum.

In campus interviews and observations of instruction during this site visit, a recurring theme was that the unit faculty was “on top of” issues related to sensitivity and reflection. Syllabi reflect learning outcomes and requirements related to critical engagement and inquiry, as well as reflection upon multiple variables and aspects of individual and group differences commonly portrayed as “diversity.” Across campus, students in this unit are encouraged by the provision of multiple avenues by which they can become engaged in the work of diversity and social justice.

Review Team Decision:

This Standard is *MET*.

Standard Five: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Findings:

The Bates Education unit is staffed by four dedicated, qualified and creative faculty members (two tenure-track faculty and two lecturers). The unit is lead by a chair and an associate chair. Three current faculty hold doctorates in their specialty areas; one faculty member possesses a M.S.Ed. and is currently working on a Master of Fine Arts, a terminal degree in her field. Two faculty members have maintained state teaching certification in their respective areas. According to the Bates Vice President of Academic affairs (VPAA), the lecturer roles are similar to tenure personnel, but have distinct research and scholarship expectations. Currently, unit faculty members have proposed a shared model of leadership for the program; the proposal is being reviewed at this time. The unit members believe this structure would be well-aligned with Bates' egalitarian ethos and are hopeful for administrative support.

As noted by the VPAA, faculty within this unit are well entrenched within the local community and present exemplary service. It is important to note these characterizations apply to both the campus and off-campus communities. Faculty are devoted to human rights causes in East Africa, the rural Southern U.S., and India, as well as content areas in the arts, literacy, anthropology, disability rights, and educational policy, with frequent publications, research, and consultative roles in these areas. Faculty in this unit do not appear content to rest upon their laurels; rather they seem to be in the constant motion of challenging themselves to develop greater skill and understanding in their respective fields, reflect upon their own practice, and challenge their students to do the same.

Unit faculty have developed strong relationships and collaborative ties with not only local schools and teachers, but also with the Bates' Harward Center for Community Partnerships. The Harward Center is committed to supporting first generation students, students of color, and international students on campus, as well as connecting Bates students with the off-campus community. One, Harward Center, staff member is dedicated to field placement opportunities that directly involve working with children and youth, most frequently in local schools; nearly 300 annually. The staff at Harward report effective communication with unit faculty not only in terms of working together to efficiently place students into K-12 schools, but also to ensure that unit students are professionally well-prepared to enter public school settings.

Evidence gathered from conversations with faculty, students, administrators, and review of the presented artifacts support Education faculty's commitment to best practice and a strong pedagogical model. The unit's conceptual framework guides both content and pedagogy, and is relevant to the daily work, visible on both syllabi and through out the unit. All course syllabi are aligned with Maine State Standards.

Faculty scholarship is evidenced through books, book chapters and peer reviewed journal articles. Faculty attend annual meetings of their respective professional organizations and present their research at conferences. Faculty are actively engaged with strong professional affiliations which are tied to research, serving on local and national boards, providing international internship experiences for students, and engaging in local schools.

Professional development is supported by the institution and is available to all faculty. The faculty members experience professional development at the unit level through participation on local, state and national boards, attending annual conferences both regionally and nationally, the Education Symposium and annual retreats dedicated to issues involving teacher education, and programming provided by the Maine Department of Education. Examples of professional development at the college level would include teaching triangles, as well as generous ongoing professional development offerings. The unit also participates in a state-wide collaborative with representatives from all of the teacher education programs in Maine. The unit is well resourced and enjoys robust financial support from the institution. In addition to the four faculty, the Harwood Center will be offering support for a Learning Associate this year, while a faculty member is participating in a Fulbright, in India.

Bates College provides generous support for technology integration and use for both students and faculty. Instructional technology staff provide ongoing presentations, workshops, individual support for students and faculty, as well as present in classes. There are ample computer labs on campus, all buildings enjoy wireless connection and specifically to this unit, Pettengill Hall, is well endowed with appropriate, state of the art technology.

Overall Assessment of Standard:

Commendation

1. The review team commends the unit faculty for their exemplary collaborative and collegial achievements. The rich experience acknowledged by the students is a reflection of the relational leadership, social awareness, reflective practice and strong sense of professionalism that is modeled by the faculty.

Review Team Decision:

This Standard is *MET*.

Standard Six: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Findings:

Bates College clearly provides the unit with ample resources, including personnel, facilities, information technology, and financial, to achieve its mission and goals. The unit also possesses the authority and governance structure to function effectively and efficiently in all aspects of its work with students, community partners, and other members of the Bates community.

The unit is led by an experienced chair and is located within the Division of Social Sciences. The chair is a member of the leadership committee of the Dean of Faculty's Office, meeting monthly with Dean Matt Auer during the academic year. In 2014-2015 the unit added an Associate Chair, to assist the Chair in accomplishing leadership and administrative duties. Moving forward, the unit has the Dean's permission to explore an even more collaborative, shared leadership model, involving all four members of the unit's faculty, designed not only to share the unit's administrative work-load, but also to model a more democratic, less hierarchical, departmental structure.

Unit faculty include two tenure track (five courses/year) and two non-tenure track (four courses/year) positions. Due to the small size of the faculty, visiting faculty are hired to temporarily replace faculty who are on sabbatical. Faculty typically teach two courses each semester. Tenured and tenure-track faculty also usually teach one course during the "Short Term" in late spring. The chair receives a course reduction or a stipend for administrative duties. Also the Dean of Faculty's office has provided support for other special responsibilities; one example is a yearly stipend for the role of Director of Teacher Education.

Unit faculty offices, workspaces, and a lounge are housed in Pettingill Hall where classroom and meeting space is configured to enable formal and informal interactions between students and faculty. Education and Psychology faculty reside on the same floor of Pettingill, which enables multiple opportunities for collaboration among both faculty and students alike.

The Dean of Faculty Office has provided the unit with a budget of \$27,166 for FY 2015-2016, with complete freedom across budgetary lines to accommodate particular needs of the unit. This operating budget is in addition to the salary and benefits of faculty in the unit commensurate with rank and years of experience. The budget also provides funding to pay all mentor teachers \$275 *per semester* of student teaching support. The budget has accommodated funding for special speakers, as well as gatherings with cooperating teachers

The Education and Psychology Departments share an area coordinator, Catie Moran, to support faculty and departmental administrative needs (she serves over fifteen faculty members, including the department chairs). Her duties also include managing the unit web site, function planning, and overseeing other administrative details. Many professional, administrative tasks

such as Praxis and Title II reporting, student records collection and filing, and credentialing functions are the responsibility of the Director of Teacher Education. The College also has a special events coordinator, Brenda Pelletier, who is able to assist in planning special events.

Each faculty member has a budget of professional travel funds, through the Dean of Faculty's office, for up to \$1500 to attend and/or present at conferences and workshops. In addition, the Dean of Faculty's office provides "start up funds" for new faculty, faculty development grants, and the Akers Award recently awarded to Patti Buck for Sabbatical Leave support. The College provides financial resources for field trips, grant money for student assistants, "learning associate" grants to bring speakers from outside, honors thesis funding, and significant external grant proposal assistance. The Harvard Center offers a variety of grants to faculty and students.

The unit has been highly supported by Information and Library Services in regard to technology. Each faculty member is provided an updated work station every four to five years as part of the Bates College commitment to technology, with the option of selecting laptops (choice of Mac or PC) with docking stations. Each faculty member has a local printer as well as networked access to high speed printing in the workroom on our floor. The unit Seminar Room has a TV-DVD system, and has been fully upgraded with a permanent LCD presentation projector, screen, and Smartboard system. The Information Technologies staff also provide workshops for faculty on new technology and dedicated workshops at the request of faculty for classes and students. The Teaching Development Committee annually sponsors workshops for faculty on pedagogy, learning styles, and other related faculty interests.

Information and Library Services are available to all members of the unit, and the librarian assigned to Education, Becky Albitz, is highly responsive to and supportive of requests from faculty and students. Relevant resources and references are contained within larger multidisciplinary products such as Academic Search Complete (journals), Academic Complete (electronic books), Science Direct (Elsevier journals), SpringerLink (Springer Verlag ebooks and journals), JSTOR, and Project Muse, and included in products that focus on related disciplines such as those from the APA, and SocIndex. The library also provides access to almost 28,000 dissertations and theses in education via Dissertation/Thesis Global. These databases and indices are over and above the amount expended on individual books and journals. Many current journal holdings at the Library apply to Education, and virtually any materials sought by faculty and students that are available in print can be obtained either by purchase or through the Bates Library, the CBB Library collaborative, and the extensive Interlibrary loan system (ILL).

It would be very helpful to us as a department if a sentence gets added that reads something along these lines: "Given that this unit of only four faculty achieves the many and diverse accomplishments documented throughout this Team Report, the unit would clearly benefit from the addition of another faculty line to relieve persistent curricular and advising challenges."

Review Team Decision:

This Standard is *MET*.

IV. Recommendation to the State Board of Education

The Review Team recommends that the Bates College Teacher Education Program be granted full five-year approval by the Maine State Board of Education from Fall 2015 through Fall 2020.

V. List of individuals Interviewed and Sources of Evidence

A. INDIVIDUALS INTERVIEWED:

Bates College Faculty and Staff

Patti Buck	Associate Professor of Education
Anita Charles	Chair; Senior Lecturer in Education; Director of Teacher Education
Bronwyn Sale	Lecturer in Education
Mara Tieken	Associate Chair; Assistant Professor of Education
Clayton Spencer	President
Lee Abrahamsen	Associate Professor of Biology
Becky Albitz	Associate College Librarian, Collections Management
Ellen Alcorn	Assistant Director of Community-Engaged Learning, Harvard Ctr.
Matt Auer	Vice President For Academic Affairs & Dean of Faculty
Julisa De Los Santos	Assistant Dean, Office of Intercultural Education
Elizabeth Eames	Associate Professor of Anthropology
Joe Hall	Associate Professor of History
Michael Hanrahan	Assistant Director of Curriculum and Research Computing
Laura Juraska	Associate College Librarian, Research
Emily Kane	Professor of Sociology
Josh McIntosh	Vice President for Student Affairs & Dean of Students
Geogia Nigro	Professor of Psychology
Darby Ray	Director, Harvard Center
Jim Richter	Social Science Division Chair; Professor of Politics
Daniel Sanford	Director of Writing & ARC
Geoffrey Swift	Vice President for Financial Planning
Andrew White	Director of User Services, Information and Library Services

Bates College Students and Alumni

Camden Bock '16	Teacher Education Candidate
Dana Cohen-Kaplan '16	Teacher Education Candidate
Julia Dunn '16	Teacher Education Candidate
HyoSun Hong '16	Teacher Education Candidate
Sally Ryerson '16	Teacher Education Candidate
Jaqui Veazey '16	Teacher Education Candidate
Sarah Wainshal '16	Teacher Education Candidate
Gina Ciobanu '16	Education Studies Minor
Sean Moyo '16	Education Studies Minor
Whitney Paine '16	Education Studies Minor
Franny Yanover '16	Education Studies Minor
Flora Chan '11	Bates College Alumna & Teacher
Bailey Edward '09	Bates College Alumna & Teacher
Christine Fletcher Graham '07	Bates College Alumna & Teacher

Kolby Hume '09
Julia Sleeper '08

Bates College Alumna & Teacher
Bates College Alumna & Executive Director/Co-Founder, Tree
Street Youth

Area Cooperating Teachers and Administrators

Sean Chabot	Principal, Lewiston High School
Deb Butler	Teacher, Lewiston High School
Amanda Guy	Teacher, Lewiston High School
Jim Siragusa	Teacher, Lewiston High School
Ed Zuis	Teacher, Oak Hill High School

B. SOURCES OF EVIDENCE:

Standard 1:

- 1-1. Information for Minor Advising
- 1-2. Prospective Student Brochure (Program Information)
- 1-3. "Social Studies" Subject Course Requirements for TE
- 1-4. TE Certification Minor Overview & Advising Sheet
- 1-5. Course Catalog -- EDUCATION
- 1-6. Application for ES Minor
- 1-7. Application for TE Minor
- 1-8. Roster of All Education Minors with Advisors
- 1-9. Education Symposium, 2015 Program
- 1-10. Article by student'14 re Spec Ed course research
- 1-11. Article by Alumna'09 re Tree Street Program
- 1-12. State Portfolio: NAIMA QAMBI, TE'15, ENGLISH
- 1-13. State Portfolio: NICOLE BRILL, TE'15, SOCIAL STUDIES
- 1-14. State Portfolio: MIRA CAREY-HATCH, TE'14, PHYSICAL SCIENCE
- 1-15. State Portfolio: BEN CHABOT, TE'12, LIFE SCIENCE

Teacher Education "Exemplar Units"

- 1-16. Exemplar Unit: MIRA CAREY-HATCH, TE'14, Physical Science
- 1-17. Exemplar Unit: NICOLE BRILL, TE'15, Social Studies
- 1-18. Exemplar Unit: AFIFA AVRIL, TE'15, Life Science

Educational Studies Capstone projects

- 1-19. ES Capstone: CLARA MAEDER & MATT MOSCA '14
- 1-20. ES Capstone: DESTANY FRANKLIN '14

Standard 2:

- 2-1. State Review Summary Chart 2010 Visit
- 2-2. Sample Formative Checklist for work completion, early winter
- 2-3. Sample Formative Checklist for Work Completion, midterm winter
- 2-4. Portfolio, Formative Checklist for completion
- 2-5. Sample Formative Checklist, work completion, end winter
- 2-6. Assessment Rubric: Coop Teachers, St Teachers, Bates Supervisors
- 2-7. Field Eval Form, for pre-practicum field placements
- 2-8. Observation Form used by Cooperating Teachers
- 2-9. Institutional Alumni Data '09-'13 Teacher Education and Educational Studies
- 2-10. STEM and TE/ES Connections, '06-'16
- 2-11. Enrolled Students in ALL Education Courses '03-'13
- 2-12. TE Placements '11-'15
- 2-13. Careers of TE alumni, from 2013 Alumni Survey
- 2-14. Department Annual Report 2015
- 2-15. Department Annual Report 2014

- 2-16. Community-Engaged Learning, Harvard Ctr Survey, End Winter '15
- 2-17. Education Symposium Program 2015
- 2-18. Research Article co-written by Anita and Student'14
- 2-19. Title II Report 2013-2014

Standard 3:

- 3-1. Conceptual Framework for Host Teachers
- 3-2. Field Experience Guidelines for Host Teachers
- 3-3. Final Eval Rubric for Cooperating Teachers, STs, & College Supervisors
- 3-4. Observation Template for Coop Teachers, STs, & College Supervisors
- 3-5. Field Eval Form for Host Teachers (all early ed courses)
- 3-6. Field Exp Log Sheet (all educ courses)
- 3-7. Student Teaching Log Sheet
- 3-8. School Context/Portrait Assignment TE Fall
- 3-9. JME Article re CEL Partnership
- 3-10. Article Co-Written with Student'14, re: SpecEd Collaboration
- 3-11. JME Article, co-written with Students'11, re CEL partnership
- 3-12. JME Article by TE'09 re Tree Street Youth
- 3-13. Cooperating Teacher Handbook

Standard 4:

- 4-1. New Faculty Inclusive Search Plan
- 4-2. Diversity & Inclusion Update
- 4-3. LGBTQ+ at Bates
- 4-4. MLK Day Program 2015
- 4-5. Office of Equity and Diversity link
- 4-6. Link is also available through the OIE
- 4-7. Accessible Education & Accommodations
- 4-8. Accessible Education Info for Faculty
- 4-9. New BatesReach Student Support Network
- 4-10. Institutional Data re Diversity
- 4-11. Common Data Set 2014-15
- 4-12. Data Warehouse, Lewiston ELL numbers (22.9%)
- 4-13. DOE Data Warehouse, Lewiston Free/Reduced Lunch (71.5%)
- 4-14. Quick Facts, Census (2010), Lewiston, Maine

Standard 5:

- 5-1. Bronwyn Sale CV
- 5-2. Patti Buck CV
- 5-3. Anita Charles CV
- 5-4. Mara Ticken CV
- 5-5. Bates News Article on Anita's Fulbright Award
- 5-6. Bates Article on Mara -- Scroll down to find article

5-7. Weblink to "Faculty" Profiles

Standard 6:

- 6-1. Education Department BUDGET FY 2015 (budget of approx \$27,000)
- 6-2. Sample Monthly Department Meeting Agenda
- 6-3. Calendar of Workshops for Faculty
- 6-4. Faculty Commons - workshops/programs to support faculty PD in teaching & learning
- 6-5. Faculty Handbook
- 6-6. Information and Library Services Organization Chart
- 6-7. Library Education Subject/Research Guide weblink
- 6-8. Library, Faculty Teaching and Research Support
- 6-9. Harvard Center Annual Report (Features many of our ed students)
- 6-10. Learning Associate Award Letter 2015-2016